

11 City living

It's a great place for tourists

Lesson profile

Vocabulary	Important buildings and places in a city
Listening	A quiz about cities
Grammar	Determiners <i>a, the, all, both, other, another</i>
Pronunciation	<i>the</i>
Reading and Grammar	Australian cities (Key Reading and Writing Part 5)
Writing	A city quiz

Warmer

Arrange the students into pairs. Write *the city versus the country* on the board. The students must compare life in both places and say which they would prefer to live in. Encourage them to use comparatives. Give some categories like *free time / school / houses / shopping* so students can think of different ideas.

VOCABULARY

- Books closed, ask the students to make a list of buildings or places in a city, for example *offices, parks*.
Books open, the students compare their list with the pictures and do the matching exercise. Drill all the words.

Answers

stadium **a** The Emirates Stadium, London, UK
cathedral **b** Notre Dame cathedral, Paris, France
mosque **c** Sultan Ahmed Mosque, Istanbul
museum **d** The Natural History Museum, London, UK
theatre **e** Winter Garden Theatre, Toronto, Canada
palace **f** The Royal Palace, Madrid
temple **g** Wat Phra Kaew, Bangkok, Thailand
statue **h** The Motherland Calls, Volgograd, Russia

- Check the meaning of some of the words and demonstrate the activity by asking your own questions, for example *Where can you cross a river?* (a bridge)
The students write five questions individually, then they get into pairs to ask each other. When they have finished, ask them to close their books and name all the places.

LISTENING

- To demonstrate, ask where other cities are, for example *Santiago* (Chile), *Nairobi* (Kenya) *Sochi* (Russia). The students do the same with the cities in the box.
Then choose some of these cities and ask the students what they know about them, for example *The 2020 Olympics will be in Tokyo. It's a big business city.*

Fast finishers

Fast finishers find out the language and currency of each country, for example, Egypt – Arabic / the pound.

Answers

Cities in capital letters are capital cities.

BEIJING – China	PARIS – France
CAIRO – Egypt	Rio De Janeiro – Brazil
LONDON – the UK	ROME – Italy
MADRID – Spain	San Francisco – the USA
MEXICO CITY – Mexico	SEOUL – South Korea
Mumbai – India	Shanghai – China
NEW DELHI – India	TOKYO – Japan
New York – the USA	

- 1.44** Read out this text: *This is a very old city. Two thousand years ago people spoke Latin here. It has some very old temples and famous churches. What is it?* (Rome) Ask the students how they know. (*Latin* – the Romans spoke this; *temples* – the Romans built temples; *churches* – Rome is the centre of the Catholic religion)
The students listen to the recording and do the same.

Answers

The words that give the clues are in italics.

- Beijing – *China, 2008, Olympics*
- Paris – *Europe, Notre Dame, river, Sacre Cœur, Louvre*
- Mumbai – *largest city in India, film industry*
- San Francisco – *United States of America, trams, Golden Gate, Alcatraz*
- Rio de Janeiro – *carnival, football stadium, statue of Christ*
- Tokyo – *largest city in the world, modern, busy, temples, Mount Fuji*

Audioscript

OK, are you all ready? The quiz will begin in a few moments. All the questions are about cities of the world. Listen carefully to each question and then write down the name of the city. Here is question 1.

This is the second biggest city in China. It is in the north of the country and has some beautiful parks and temples. It also has a very famous stadium, called the Bird's Nest. In 2008, the Olympic Games were in this city. What is its name?

Question 2

This city is in Europe. It has one of the most famous cathedrals in the world – Notre Dame. The cathedral is on an island in a river. There's another beautiful church in the city, called Sacre Coeur. The city also has a lot of bridges and the famous museum, the Louvre.

Question 3

This is the largest city in India but it's not the capital. It's in the west of the country by the sea. It has a very large film industry. It's a great place for tourists because it has both beaches and wonderful museums.

Question 4


This city is in the United States of America. It has lots of hills and people travel by bike or by tram. It has a bridge called the Golden Gate, which is well known around the world. However, there are many other great places to visit. Alcatraz and Chinatown are both popular with tourists.

Question 5

This Latin American city is next to the Atlantic Ocean. Every year there is a big carnival here at the end of February. It also has one of the biggest football stadiums in the world. The other really famous thing here is the statue of Christ on top of a mountain above the city.

Question 6

This is the largest city in the world. It is in Asia. It is very modern and busy, and is famous for its bright lights, tall buildings, shops and restaurants. But the city also has many excellent museums, temples and gardens. There's a beautiful mountain called Mount Fuji, not far away.

- 5  1.44 Tell the students that the answers are not in the order of the quiz questions. Give them a minute to read the questions before you play the recording again. Tell them that two cities will be used twice in the answers.

Answers

a Tokyo b Rio de Janeiro c Beijing
d Mumbai e Paris f San Francisco
g Beijing h Paris

Extension activity

Arrange the students into pairs. They should choose a city to visit and say why.

GRAMMAR Determiners

- 6 Books closed, say to the students, *This is a city in England. The city has a famous football team and was the home of the best pop group in the world, The Beatles. What is it?* (Liverpool) Then say *First, I said a city and then the city. Why?* (First you say *a*, then you say *the* when you say the word again.) *Did I say best pop group or the best pop group?* (the best) *Why?* (We use *the* with superlatives.)

Say *Here's another city. It has two sides, one in Asia and one in Europe. Both are beautiful. What is it?* (Istanbul) Say *Does 'another' mean 'one more' or 'many more'?* (one more) *I said 'both' – both what?* (both sides) *How many sides are there?* (two)

Books open, the students read the examples and complete the rules. For rules 1 and 2, they need to read sentences a–h in Exercise 5; for rules 3–5 they need to read the examples in the grammar box, which are taken from the recording.

Answers

1 a 2 the 3 both 4 all 5 Another

→ Grammar reference Student's Book page 157

- 7 Do the first gap together. Ask *Why is it 'a great holiday'?* (Rosa talks about the holiday for the first time.) The students then work alone. Afterwards, in pairs, the students should explain their answers to each other.

Answers

- 1 a (Rosa talks about the holiday for the first time.)
- 2 all (There are more than two famous places in Rome.)
- 3 the (We use *the* before *first*, *second*, etc.)
- 4 the (Because there is only one in the world.)
- 5 a (Rosa talks about the museum for the first time.)
- 6 other (more than one tourist)
- 7 another (one more museum)
- 8 an (Ice cream is talked about for the first time.)
- 9 the (There is only one centre in the city.)
- 10 both (There were two people, Rosa and her brother.)
- 11 the (superlative)
- 12 the (There is only one world.)


Corpus challenge

If there is a zoo in your town, ask the students what it is like. If there is no zoo, ask if a zoo would be popular there. The students then correct the mistake.

Answer

It's the biggest zoo in my town. (*the* + superlative)

PRONUNCIATION the


- 8  1.45 Play the recording for the students to listen and repeat. Ask if they can see the rule. Check that they know what a vowel and consonant are: *Are /e/ and /æ/ vowels or consonants?* (vowels) */p/ and /z/?* (consonants)

Answers

/ði:/ before a vowel sound

/ðə/ before a consonant sound

Language note: there may also be a linking sound similar to /j/ between /ði:/ and the following vowel, the office = /ði:jɒfɪs/.

-  1.46 Demonstrate with *the Arctic* /ði:/ and *the White House* /ðə/. The students go through the list themselves and then check with the recording.

Answers

/ði:/	/ðə/
the apple	the dog
the Arctic	the North Sea
the Earth	the River Nile
the Indian Ocean	the Statue of Liberty
the orange	
the umbrella	

Language note: (*the*) *Earth* can be with or without an article.

Extension activity

The students extend each column by three items. They then dictate the six items to each other in a different order and they have to write their partner's words in the correct column.

READING AND GRAMMAR

● Prepare for Key for Schools

Reading and Writing Part 5

Task description

In Reading and Writing Part 5, students are tested on grammar. Students fill in eight spaces in a text with a grammatical word such as a determiner, pronoun or conjunction, etc. Each space has three multiple-choice options.

Exam tips

Before students answer the questions, they should read the whole text to get an idea of the topic and general meaning. They then look at each question, choosing the correct word for each space. They should then read the whole text again with their answers to check that it makes sense. The questions are in the same order as the information in the text.

→ See Exam Profile 3, Student's Book page 124.

- 9 Books closed, ask the students, *What is the biggest island in the world?* (Australia) *What is its capital city?* (Canberra) *Do you know any other cities there?*

Books open, students see if they named the cities in the text. They then fill in the spaces individually. Tell them not to worry about words they don't know. When you go through the answers, ask them to explain their choice of words.

Answers

- 0 C (*the* because 'country' has been mentioned before, i.e. Australia)
- 1 A (superlative, so not *many*, and three cities, so not *more*)
- 2 B (because *visitor* is singular)
- 3 B (*around the world* is a common expression)
- 4 C (one more city)
- 5 A (the other words don't make sense here)
- 6 B (*be not far from* is a standard phrase)
- 7 A (there are two things, *rainforest* and *ocean*)
- 8 C (after *to* (not a preposition) we use the infinitive)

WRITING

- 10 Ask the students what information they could include in a city description; Exercises 5 and 9 give some ideas. For example: where it is, how many people, interesting places, transport, culture, why it is famous.
- The students choose three cities and make notes for each one, then write them into short paragraphs. They shouldn't include the name of the city in the description but they should give a choice of four cities for their partner to guess from.
- In pairs they read out and guess each other's cities. Award two points for guessing correctly and one point if your partner guesses your cities.

Cooler

Write these questions on the board. The students complete them with *a* or *the* and then answer them.

- 1 Is city usually smaller than town? (*a* ... *a*; no, bigger)
- 2 What is most expensive city for tourists? (*the*; Oslo)
- 3 Name city with different name today. (*a* ... *a*; many examples: Smyrna/Izmir, New Amsterdam / New York, Bombay/Mumbai)
- 4 Moscow has famous square. What is the name of square? (*a* ... *the*; Red Square)
- 5 Where was first supermarket? (*the*; New York, the Astor, opened in 1915)

Do you mind if I sit here?

Lesson profile

Reading	Key Reading and Writing Part 1
Vocabulary	Words and phrases with similar meanings
Grammar	Uncountable nouns
Reading and Listening	Everyday conversations
Speaking	Conversations: making and answering requests

Warmer

Ask *What happens in a railway station?* and get some ideas, for example: *people catch trains / go to work, trains leave for other cities, people say goodbye.*

Arrange the students into pairs. Choose another place in the city from page 64 and give students three minutes to write down what happens there. They then compare lists.

READING

● Prepare for Key for Schools

Reading and Writing Part 1

Task description

In Reading and Writing Part 1, students are tested on their understanding of real-world notices. Students match five sentences to eight signs or notices.

Exam tips

Students should look for a notice that says the same thing as the sentence, but in different words. For example the sentence might say 'sport' but the notice may talk about 'football'. They shouldn't choose a notice just because it has the same words as the sentence. They should think about the meaning.

→ See Exam Profile 4, Student's Book page 127.

- 1 Books closed, draw a box on the board. In the box write

Wet paint!

Ask *What is this?* (a notice/sign) *Where would you see it?* (on a seat in a park, a door in school) *Why is it there?* (You can get paint on your clothes.)

Books open, the students do the matching exercise.

Fast finishers

Fast finishers calculate how much it would cost for their family to go to the swimming pool three times a week next month.

Answers

A in a park B in a café C by a river D at a sports centre
E on a poster F in a museum G in a clothes shop
H at a train station

- 2 Demonstrate with some oral examples: *You won't need to pay to go online* (B, *free internet*), *Someone will tell you about everything you see* (F, *tour guide*).

The students then do the matching task.

Answers

- 1 E (online ... information / *For details visit www.stadium.co.uk*)
2 G (staff ... help ... clothes / *Jeans, Ask the assistant*)
3 C (Children ... pay less / *Under 16s – £2.50 [less than £5.00]*)
4 A (keep these animals out / *No dogs*)
5 D (morning ... afternoon / *10 am and 2 pm*)

VOCABULARY

- 3 Say to the students *Another way of saying 'Saturday' is 'the weekend' or 'the day after Friday'.* Can you think of a different way of saying 'mum and dad'? (parents, mother and father, family)

The students underline the words and phrases in the texts then match them.

Fast finishers

Ask the students to think of different ways of saying these other words from the texts:

great (very good, fantastic) *trips* (excursions, tours)
adults (over 18s, not children) *all* (everyone, everybody)

Answers

1 h 2 a 3 f 4 e 5 g 6 c 7 d 8 b

GRAMMAR Uncountable nouns

Books closed, ask *Which notice was about music?* (E) *What music do you like?* and get some answers.

Tell the students that *music* is an uncountable noun so we can't say 'What *musics* ...?' Get them to make two columns in their notebooks, 'countable' and 'uncountable'. Read out this list of nouns and the students put them in the correct column: *dog, adventure, water, notice, music, child, advice, drink.*

Books open, the students check with the grammar explanation.

Language note: it is better for the students to learn which noun is (un)countable on a word-by-word basis as the logic will not be clear to them; the determiners *a, few* and *many* are not used with uncountable nouns; *much* is generally used in negatives and questions and *a lot of* in statements: *There isn't much bread. Do you have much bread? There's a lot of bread.*

→ Grammar reference Student's Book page 157

- 4 Demonstrate with an example on the board:

fruit orange How many do you eat a week?

Ask *After 'many' do we have a countable or uncountable noun?* (countable) *Which of the nouns is countable?* (orange) *Do we need to change the form of orange?* (Yes, make it plural, *oranges*) Pre-teach *coin* by showing one, then the students work individually.

Fast finishers

The students make sentences with the words not used, for example (1) desk, *I need a desk for my computer.*

Answers

1 furniture 2 projects 3 article 4 traffic 5 coin 6 food
7 electricity 8 jewellery

Extension activity

Tell the students to use a dictionary or go to <http://dictionary.cambridge.org/> and look up the words in the exercise. Ask them to notice the [C] countable or [U] uncountable symbol next to the words. When they look up a new noun they should look out for this information.

READING AND LISTENING


- 5 1.47 Pre-teach *cloakroom*, a place where you leave your coat, and *bowling* (mime the action).

Ask about picture 1: *What is the girl carrying? Why do you think she is speaking to the man?* (She is lost.)

Arrange the students into pairs to describe the other pictures. See if they can match the pictures before they listen, then listen and check. Tell them to ignore the gaps for now.

Answers

1 b 2 e 3 f 4 d 5 a 6 c

- 6  1.47 Get the students to categorise the phrases into questions and replies before they fill in the gaps.

Questions: *Do you mind if I, Could you, Can you tell me, Could I, Is it OK if I*

Replies: *Sure, I'd like to, That's fine, I'm sorry but, I'm afraid not, No problem, Of course*

After checking the listening, arrange the students into pairs to act out the conversations.

Language note: with a polite request, often the pitch starts high and the intonation rises at the end.

Answers

- 1 I'd like to 2 I'm sorry, but 3 Could you 4 No problem
5 Is it OK if I 6 I'm afraid not 7 Do you mind if I
8 That's fine 9 Can you tell me 10 Sure 11 Could I
12 Of course

- 7 Ask the students, *What's the difference between Hi! and Good morning?* (*Hi* is informal, *Good morning* is formal.) Ask *Which one would you say to a new teacher?* (*Good morning*) They mark the formal phrases with F for formal.

Fast finishers

Ask fast finishers to think of an answer for each question, for example, *Can you help me? – Sure, no problem.*

Answers

- 1 Could you help me? F 2 Do you mind if I sit here? F
3 Could I have a drink? F

- 8 Books closed, write this dialogue on the board:

A: Can you tell me where the station is?

B: No.

Ask the students what is wrong with it. (*No* by itself is rude.) Ask them for a better answer, for example, *I'm not sure*. Books open, they do the exercise and compare with their answers.

Answers

Yes – *Sure, Certainly, No problem, That's fine, Of course*
No – *I'm sorry, but ..., I'm afraid not*

Extension activity

The students write two 'rude' dialogues like the one on the board and pass it to others to make more polite.

Sample answer

(place) at the zoo / (request) feeding the lion
Excuse me, do you mind if I give the lion some ice cream?
Sure, but our lion only likes banana ice cream.

- 10 Each pair acts out the conversation while the other students listen and try to guess what the place is.

Project

A phrase book

The students will make a phrase book for English-speaking people coming to their country.

- Arrange them into groups of four. Each student will choose a place from Exercise 1 on page 64. They must write down six useful phrases with English translations. Give some examples:
(square) ¿Me puede decir dónde está la plaza del Zócalo?
Can you tell me where Zocalo Square is?
(cathedral) Me gustaría ver la catedral.
I'd like to see the cathedral.
- Make sure the weaker students have easier places like *café* and *shop*.
- When each student finishes their section, the other students check it and they put it together into a phrase book.

Cooler

Ask the students to close their eyes. Say: *You are at home in your kitchen. Go to your fridge. Open the door. What do you see inside? Open your eyes and write down everything you see.*

The students make a list, using determiners, for example *a bit of meat, some milk*.

Teacher's resources

Student's Book

Grammar reference and practice page 157

Vocabulary list page 142

Video

Favourite cities

Workbook

Unit 11 pages 44–47

Go online for

- Video extra worksheet
- Corpus tasks

SPEAKING

- 9 To make it more fun, give each pair a dice (a sugar cube can improvise). They write down six places and number them 1–6. Then they write down six requests and number them i–vi. They throw the dice twice. The first number is the place, the second number is the request. They make a conversation using the phrases in Exercise 6.